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SOCIOPSYCHOLOGICAL CLIMATES AND AFFECT IN ADULT EDUCATION CLASSROOMS

by

© KATHRYN ANNE BUCHANAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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Sociopsychological Climates and Affect in Adult Education Classrooms

submitted by Kathryn Anne Buchanan

in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

The purpose of this study was to examine affect and sociopsychological climates in adult education classrooms. One hundred and forty four students and their teachers at an adult day program were given four questionnaires: the Adult Classroom Climate Scale (ADUCCS) (Ideal), the Adult Classroom Climate Scale (Actual), the Affect Questionnaire (AFF), and the Adjective Rating Scale (ARS). Correlations were done between the ADUCCS dimensions (Actual and Ideal) and the AFF and ARS scales, and marks. An ANOVA was computed for differences between student/teacher discrepancy scores on ADUCCS dimensions by AFF and ARS scales and marks.

Students perceived their classrooms as having moderate amounts of all eight of the sociopsychological climate dimensions. In their ratings of ideal classrooms, students indicated that they want more of seven of the dimensions. Personal Development, Affect, and Relationship are the three dimensions rated the highest by students. These same dimensions show the most significant and positive correlations with the different measures of student affect.

Results are discussed with respect to sociopsychological climate preferences, implications of the correlational analysis, and student/teacher discrepancy scores on ADUCCS dimensions.

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CHAPTER I

INTRODUCTION

Across the continent, adults are going back to school in increasing numbers. Historians of the twentieth century will record that the adult education movement became a driving force in promoting societal change during the later decades of the century. This movement brought about an increased awareness of adult learning, and foreshadowed a change in thinking about growth in the adult years, which had been regarded as a "plateau" between adolescence and senescence.

Psychology has tended to hold that development occurs only in the first two decades of life. The years between age 20 and age 60 have been, in effect, a "holding period" or a "maintenance time" before the arrival of senescence with its hypothesized decline.

More recently, however, psychologists have started to question this age-old perspective. Perhaps change and development do occur through these decades; possibly there are transitional periods and crisis points. Carl Jung, considered by some to be the father of the modern study of adult development, used the term "individuation" to refer to developmental processes that begin around the age of 40. Implicit in Maslow's (1970) theory of human motivation is the message that adults have the potential for growth throughout life, evidenced in Maslowian "self-actualization," which "might be phrased as the desire to become more and more what one idiosyncratically is, to become

everything that one is capable of becoming" (p. 46).

Erik Erikson (1963), in charting his final three epigenetic stages, looked at the possibility of adult growth, his stage of "intimacy versus isolation" being the central developmental issue of early adulthood, "generativity versus stagnation" equating with middle age, and "ego integrity versus despair" being the key issue of old age. Havighurst, a pioneer researcher of the adult years, maintained that people "do not launch themselves into adulthood with the momentum of their childhood and youth and simply coast along to old age. . . . Adulthood has its transition points and its crises. It is a developmental period in almost as complete a sense as childhood and adolescence are developmental periods" (cited in Kidd, 1973, p. 17).

Gail Sheehy (1976) posited that there are stages of human growth, each connected to the next by a "passage" or tension-filled growth struggle. And Levinson, Darrow, Klein, Levinson and McKee (1978) presented adulthood as a series of eras joined by transitions: Early Adulthood, 17 to 45; Middle Adulthood, 40 to 65, and Late Adulthood, 60 on.

If such adult development exists, can we find much evidence of adult learning? Johnstone and Rivera (1965) in their massive study, Volunteers for Learning, reported that approximately 25 million American adults were active "in one or another form of learning, during the twelve-month period prior to June, 1962" (p. 1). A projection from the weighted sample to the total adult American survey population

of Carp, Peterson and Roelfs (1974) estimated that roughly 50 million American adults "reported receiving instruction in some subject or skill" (p. 15) in the year preceding summer, 1972. This means that Johnstone and Rivera found roughly one in five adults engaged in some kind of learning, apart from full-time schooling, while the Carp survey showed close to one in three adults (31%) involved in part-time learning activities. Carp et al, who studied "Would-Be-Learners" as well, found that three-quarters of all American adults expressed interest in some kind of continued learning.

Statistics Canada reported that during 1977-78 (the last year for which figures are available), the approximate total of Canadian students taking part-time credit and non-credit courses was 1,920,000 (Statistics Canada Catalogue 81-253: "Continuing Education Participation in Programs of Educational Institutions 1977-78"). It is important to note too that Statistics Canada uses an institutional rather than a behavioral approach in defining educational activity; that is, its data were gained through questionnaires sent out to institutions of formal learning. Its figures do not include, therefore, all those adult students who engaged in non-formal learning activities.

If all these adults are engaged in learning, then we as educators need to know more about them to help them learn. Who are they? What are their needs? Why are they returning to school? What specifically can we, as educators, do to help them learn and continue to be involved in education?

Cyril Houle (1961) used in-depth interviews of a small sample of adults to discover why they engage in continuing education. He found that these adults could be fitted into three categories: 1) goal-oriented learners, those accomplishing fairly clear-cut objectives; 2) activity-oriented, who seek social contact and human relationships, and 3) learning-oriented, who seek knowledge for its own sake (pp. 15-16).

Malcolm Knowles (1970), who coined the term andragogy for the art and science of helping adults learn, presented four crucial assumptions about the characteristics of adult learners. Knowles maintained that as a person matures, his self-concept moves toward one of being a self-directing human being with a growing reservoir of experience, his readiness to learn being more and more tied in with his developmental tasks, and his time perspective changing to one of immediacy of knowledge application, which meant problem-centered learning (p. 39). These assumptions are crucial in that they make the facilitation of adult learning a different process from that of pedagogy.

Johnstone and Rivera (1965) concluded that the reasons for adult education course enrollments were "more often vocational than re-creational," (pp. 144-145) with the most typical use of vocational education being preparation for new employment. They found that there were very distinct ways in which the uses of adult education courses differed across social classes.

In their endeavours to get such vocational and professional education, many adults are becoming part of structured or formal

learning situations--classrooms. What are teachers' and adult students' perceptions of their classrooms? Which ones seem to be the most facilitating of adult learning?

Classrooms, for students of all ages, have frequently placed greater emphasis on the cognitive rather than the affective side of learning. And yet it has always been understood that emotions play an important part in any learning situation. Contrary to the common notion that the adult has fewer feelings, an adult has, as Gardner Murphy has pointed out, "more emotional associations with factual material than do children although we usually assume that he has less, because the devices of control are more elaborate and better covered in the adult" (cited in Kidd, 1973, p. 95).

Knowles' (1970) assumptions of andragogy also point up the need for an awareness of and a sensitivity to the feelings of adults. "The psychological climate should be one which causes adults to feel accepted, respected and supported; in which there exists a spirit of mutuality between teachers and students as joint inquirers" (p. 41).

If we accept the view that development does occur during adulthood, and if we bear in mind the prevalence of adult learning in recent years, it would seem that we, as educators, need to study what adults want in their education.

This study will therefore look at what adults want with respect to their classroom learning environments or, as termed here, their sociopsychological climates. Teacher and student perceptions of both

actual and ideal classroom sociopsychological climate will be studied, and these perceptions will be considered in relation to student affect ratings and student learning.

CHAPTER II

REVIEW OF THE LITERATURE

The 1960's and 1970's have produced a wealth of material on the nature of the adult learner's needs and aims, and reasons for participating in learning situations. A review of the literature shows myriad attempts to categorize and explain adult learners (Boshier, 1971; Carp et al, 1974; Houle, 1961; Johnstone and Rivera, 1965; Knowles, 1970 and 1973; Morstain and Smart, 1974 and 1977; Tough, 1968; Waniewicz, 1976). There is general agreement that educational participation by adults is "a complicated type of behavior affected by a great many factors" (Marcus, 1978, p. 316).

This chapter contains an overview of some of the current ideas regarding the adult learner and the who, why, and what of the life-long learning picture. Affect in adult learning is discussed. The final section deals with adult classroom sociopsychological climates.

A series of studies have attempted to respond to the who, why and what of adult learning by identifying reasons underlying adults' choice to continue their education. These reasons begin to delineate both the who and the why of adult learning.

Cyril Houle (1961) identified three groups of adult learners: goal-oriented, activity-oriented and learning-oriented. Johnstone and Rivera's (1965) cross-sectional study found that adults take courses for job-centered reasons, general knowledge, leisure-centered goals,

vocational aims, home and family life interests, expanding of social horizons and getting away from daily routine (p. 11). The 1972 Carp et al survey found the most frequently given reason for learning to be "knowledge for its own sake," with personal fulfillment and job-related reasons second in importance.

Allen Tough (1968) concluded that the most important reason for adult learning is the desire "to use or apply the knowledge and skill" for future learning (for its own sake), in an examination or test, for passing on to another person, or for taking action "for producing something, planning or deciding something, or performing some responsibility" (p. 18). Learners in the Ontario Educational Communications Authority 1974-75 survey gave their reasons for learning as: personal growth, development or fulfillment (35%); employment requirements, job advancement, etc. (33%); receiving a credit, degree, diploma, etc. (10%); desire to know more for the sake of knowing (9%); as a means of escaping boredom (6%); fulfilling a need relating to family life (3%); and achieving social and religious goals (1%) (Waniewicz, 1976).

Boshier (1971) delineated fourteen motivational orientations such as Social Contact, Educational Preparedness, Intellectual Recreation, and Inner-Directed Professional Advancement. Morstain and Smart (1977) selected five groups of learners for further analysis: Non-Directed, Social Learners, Stimulation Seeking, Career-Oriented, and Life Change Learners.

Tinnon (1978) discovered that the goal expectations chosen by the

largest number of University of Southern Mississippi non-credit course students was "a desire to know" (35.3%) with "a desire for leisure-time enjoyment" next (34.8%). Of nearly 2000 adults who responded in a College Board study, "Americans in Transition," 83% named some transition in their lives that caused them to start learning: changes in jobs and careers, shifts in family life, moving to a new place, etc. (Gross, 1980).

Categories of Reasons for Adult Learning

It is posited here that these many reasons for adult learning can be regrouped into five main categories: Specific Objectives (SO), Social Activity (SA), Learning Itself (LI), Escape (Esc), and Personal Fulfillment and General Purposes (PF). In many instances, a particular reason for adult learning will seem to fit into two or three categories. However, one category is chosen according to the primary reason for the activity. For example, a person's primary reason for joining a square dance class may be for contact with other people. However, this activity may also result in escape, learning and personal fulfillment. Since the desire for social activity is the primary reason, the participation is placed in the SA category. The categories are defined as follows.

Specific Objectives Category (SO)

Participation is for specific, clearly understood and usually short-term objectives: learning Spanish for a trip to Mexico; studying mathematics for an apprenticeship exam; taking automotives classes

for better understanding of one's car. There is a clear expectation of a definite reward or end product.

Social Activity Category (SA)

Participation is primarily directed at relationships or social contact. There is not the clearly spelled-out end product as with the SO category.

Learning Itself Category (LI)

Participation is for the learning itself--the "desire to know." There are many by-products and/or end products, but the main reward and the primary reason for the involvement lies in the satisfaction of the continuing activity of the learning itself.

Escape Category (Esc)

The primary reason here is to get away or to escape from a boring home routine, a frustrating relationship, etc. The involvement arises from a negative rather than a positive situation and there is no clear projection of specific rewards.

Personal Fulfillment and General Purposes Category (PF)

This is learning involvement for general purposes and usually long-term objectives designed to bring personal fulfillment, professional advancement, and so on. This kind of adult education participation is much broader than those of the preceding categories and requires greater persistence and trust in the execution.

Table I outlines the major categories of reasons why adults return to school. The table indicates a broad spectrum of learning

TABLE 1: CATEGORIES OF REASONS FOR ADULT EDUCATION PARTICIPATION

Specific Objectives	Social Activity	Learning Itself	Escape	Personal Fulfillment and General Purposes
Goal-oriented (Houle)	Activity-oriented (Houle)	Learning-oriented (Houle)	Activity-oriented (Houle)	
Job-centered reasons, vocational goals, home and family life, leisure-time pursuits (Johnstone & Rivera)	To expand social horizons (Johnstone & Rivera)	Becoming better informed (Johnstone & Rivera)	Getting away from daily routine (Johnstone & Rivera)	For general knowledge (Johnstone & Rivera)
		Knowledge for its own sake (Carp et al)	Escape Goals (Carp et al)	Personal fulfillment (Carp et al)
Using knowledge for taking action (Tough)		Knowledge for future learning (for its own sake) (Tough)		
Desire to achieve practical, personal goals Desire to achieve formal, educational goals (Waniewicz)	Desire to socialize (Waniewicz)	Desire to know (Waniewicz)	Desire to escape (Waniewicz)	Personal growth development or fulfillment (Waniewicz)
Other-directed professional advancement Educational supplementation (Boshier)	Social contact, Social sharing, Interpersonal facilitation (Boshier)	Cognitive interest (Boshier)	TV abhorrence, Escape and intellectual recreation (Boshier)	Inner-directed professional advancement Social welfare Social conformity Educational preparedness (Boshier)
Career-oriented (Morstain & Smart)		Desire to know (Tinnon)	Stimulation seeking (Morstain & Smart)	Life change learners (Morstain & Smart)

activities, from brief, superficial involvements to long-term committed pursuits; from undertakings where the total desire is for skill acquisition to ventures which have almost nothing to do with the learning involved; from short job-related courses to lengthy professional advancement. Researchers agree that the reasons for adult education participation are multi-faceted and complex.

Table I will be used as an outline to present a more in-depth description of each of the groups. The focus will be on identifying the needs of the learners.

Specific Objectives Category

Learners in this category respond to needs arising from their everyday routines. There is a practical base, and involvements are usually short, spasmodic and clear-cut. Specific Objectives learning is more frequent and understandable than is adult learning of the other categories delineated here.

The best example of the Specific Objectives learner is Houle's (1961) goal-oriented learner who uses education "as a means of accomplishing fairly clear-cut objectives" (p. 15). The continuing education of goal-oriented learners is episodic with no even, continuous flow to the learning; they do not restrict their activities to any one institution or method of learning, and each episode starts with the identification of the interest or a realization of a need.

Johnstone and Rivera's (1965) (Specific Objectives) learners were younger adults more likely to take courses for job-centered

reasons, men (more often than women) concerned with vocational goals, persons from lower socio-economic positions taking courses to prepare for jobs, higher social position people taking courses to advance on jobs, and women enrolling in response to home and family life and leisure-time pursuits.

One of the most significant of Tough's (1968) findings which related to the Specific Objectives category is that much of adult learning arises from the personal-practical needs of everyday life. "The single most common and most important reason for adult learning is the desire to use or apply the knowledge and skill" (p. 52), with a commitment to an action goal (doing something, producing something) coming first, followed by a decision to learn, and the execution of that decision.

Similarly, more than 50% of the reasons given by respondents to the Waniewicz (1976) study referred to practical needs such as those in employment, economic opportunities, job and social promotion, etc. The Specific Objectives category also includes his respondents who indicated a desire to achieve formal educational goals by receiving a credit, degree, diploma, certificate, etc.

Among the fourteen motivational orientations which Roger Boshier (1971) labelled in testing Houle's typology were two factors which fit into the Specific Objectives category, Other-Directed Professional Advancement and Educational Supplementation. Persons who belong to the former group were complying with someone else's suggestions,

while those in the latter category were working toward degrees, diplomas, etc. in their spare time. Morstain and Smart (1977) developed another motivational typology of adult learners which found five groups including a Specific Objectives one, Career-Oriented persons, who were most interested in learning things related to current occupational and career interests.

Learners in the Specific Objectives category thus have clear, practical goals centering on vocational ends, job-related reasons, career advancement and leisure-time pursuits. Their studies are usually prompted by needs arising from their day-to-day activities.

Social Activity Category

Learners in this category have one overriding need, the socialization which the activity provides. Although there are often other beneficial results, the primary focus is the involvement with other human beings.

Houle's (1961) activity-oriented learners fit into the Social Activity category. They sought a social contact "and their selection of any activity was essentially based on the amount and kind of human relationship it would yield" (p. 24). Their reasons for learning were unrelated to the purpose or content of the learning and included such different motivating factors as a need to escape from a basic personal problem, a desire to find a partner, and loneliness. Houle thus included in his activity-oriented group some learners who, in this study, are placed in the Escape category.

Johnstone and Rivera (1965) identified Social Activity learners in the women more likely to take courses to expand their social horizons by meeting "new and interesting people" (p. 12), while Waniewicz (1976) arrived at a category called "Desire to Socialize," where the learning activity was considered "a suitable mode of interacting socially with other people" (p. 82).

Among Boshier's (1971) motivational orientations are three which appear to belong to the Social Activity category: i) Social Contact, where learners were involved in group activities making new friends; ii) Social Sharing - sharing a common interest with a spouse or friend; and iii) Interpersonal Facilitation, to improve social relationships.

The Social Activity category then involves those learning pursuits that first and foremost establish contact with other people. Any learning is incidental. The base-line of the undertaking is the social involvement.

Learning Itself Category

This category embraces those human beings for whom learning is a lifelong pursuit. They are dedicated simply for the sake of the learning itself. Theirs is a continuing inquiry through life. In the knowing comes a sustained satisfaction and commitment.

The Learning Itself category is Houle's (1961) learning-oriented, whose fundamental purpose was simply the desire to know. "What they do has a continuity, a flow and a spread which establish the basic

nature of their participation in continuing education" (p. 24).

37% of the Learners in the Johnstone-Rivera (1965) study and 55% of the Carp et al (1974) Learners mentioned as their reason for learning to become better informed, which places them in the Learning Itself category. "For Learners, as for Would-Be-Learners, the most important reasons center around knowledge for its own sake" (in Cross, Valley and Associates, 1974, p. 43).

Tough (1968) found that the second most common reason for beginning a learning project was puzzlement, curiosity or a question, which belongs within the Learning Itself category. "Sometimes a learner is motivated to find out something because he is puzzled or curious. His pleasure or satisfaction will come immediately from discovering the knowledge or information, quite apart from whether he remembers it" (p. 27). Waniewicz (1976) included among his "new taxonomy" the "Desire to know," that contained the sub-category, Learning as a goal in itself, "indicating the respondent's continuous need for learning" (p. 81).

Boshier's (1971) motivational orientation, Cognitive Interest, equates with the Learning Itself category since its learners seek knowledge for its own sake. In a similar vein, Tinnon (1977) found that the goal expectation chosen by the largest number of non-credit course participants was "a desire to know."

The Learning Itself category thus includes all those persons who learn because of their irrepressible and never-ending desire to know.

Escape Category

The primary need of learners in this category is to escape. They flee from daily routine, personal problems, boredom and what they perceive as life's emptiness. An undesirable situation prompts their search for substitutes, so that the learning activity becomes reactive rather than proactive.

Houle's (1961) activity-oriented learners who are escaping from a basic personal problem are classified here as part of the Escape category. So are the women respondents in Johnstone and Rivera's (1965) study who took courses "to get away from the daily routine" (p. 11). Carp et al (1974) included two reasons as Escape Goals: a) to get away from routine, and b) to get away from personal problems. Waniewicz (1976) also identified a "Desire to escape" category where the purpose of the learning activity was to "escape from either the duties or perceived emptiness of everyday life" (p. 82).

Likewise, Boshier's motivational orientations included escape motives. His Intellectual Recreation orientation involved overcoming frustration and providing relief from boredom; TV Abhorrence was a means of escaping TV; Social Improvement and Escape aided the learner in getting away from an unhappy relationship. Morstain and Smart's (1977) Stimulation Seeking learners attached the greatest importance to escape from routine and boredom.

The learning of Escape Category people thus comes about incidentally as a result of their fleeing undesirable situations such as daily

routine, basic personal problems, boredom, frustration and emptiness. The base-line here is the beginning (objectionable) situation rather than an end product.

Personal Fulfillment and General Purposes Category

This is complex, protracted and developmental learning activity directed toward general, personal growth, career advancement, etc. It is not the regular, consuming involvement like that of the Learning Itself category; nor does it have the clearly delineated, short-term goals of the Specific Objectives category. Personal Fulfillment learning is motivated by inward, self-centered needs and involves a positive commitment, unlike learning of the Escape category. It might be said to contain occasional SO category learning activities but the overall thrust is more encompassing and lengthy.

Johnstone and Rivera's (1965) finding that older adults were more likely to take courses for general knowledge is an example of Personal Fulfillment category learning. Similarly, one of Carp et al's (1974) major categories of reasons for learning was Personal Fulfillment. It subsumed "Be better parent, spouse" and "Become happier person" (p. 42) and was discovered to be second in importance. Waniewicz's (1976) analysis established a category entitled "Desire to achieve personal goals" which contained all learning "directed toward personal growth, development or fulfillment" (p. 81).

Five of Boshier's motivational orientations can be placed in the Personal Fulfillment category, among them Social Welfare, where the

learner tries to become a more effective citizen and improve his ability to serve mankind, and Educational Preparedness, through which the learner clarifies what he/she wants to be doing in five years. Morstain and Smart (1977) labelled one group the Life Change Characterization, where learners felt a need to improve several aspects of life, and directed their efforts to changing social and personal interactions.

Personal Fulfillment category learning is thus a more personal, inner-directed type of learning aimed at improvement and broadening of the learner's awareness and appreciation of life.

To sum up, five categories of reasons for adult learning have been delineated: 1) Specific Objectives, where the learning is clear-cut, practical and short-term; 2) Social Activity, where the socialization is the primary focus; 3) Learning Itself, where the inquiry is a lifelong process; 4) Escape, where the learner gets away from an unbearable situation, and 5) Personal Fulfillment and General Purposes, where the involvement is more personal and inner-directed although at the same time broad and encompassing.

Implications of Categorization Scheme

While these separate categories tend to exist, and adult learners can in fact be classified into them as distinct groupings, it must be emphasized that there is a great deal of imbrication. People frequently have many different reasons for undertaking learning efforts. Most researchers acknowledge this complexity. Writing about adult

learning undertakings, Tough (1968) said the motivation "is usually quite complex. A mixture or variety of reasons is almost always present" (p. 8). Waniewicz (1976) admitted that "In a sense, it is almost impossible to identify reasons for learning" (p. 83). And Houle (1961), talking about his sample members fitting into three groups, conceded that "none is completely contained thereby. A few people stand so near the boundary between groups that there might be difference of opinion as to where they should properly be classified" (p. 29).

The social contact motive, for example, is frequently present in many people's responses, although they may say they're learning again for a particular reason. Elements of one grouping may well be contained in the other divisions, so that it's not fully possible to totally segment people into each of the individual categories.

The categorization scheme presented here is therefore a heuristic typology not meant to discriminate totally between people but to present a means of more easily looking at adult learners. Perhaps a more realistic way of viewing the categorization system is not as different groups of people but different groups of needs existing within all people to greater or lesser extents.

Affect in Adult Learning

Given the foregoing needs of adult learners, what can we as educators do?

Because traditional learning theories have concentrated on

cognition, we have an intellectual heritage that for generations has separated affect from intellect. "Perhaps the heaviest burden that we need to relinquish is the one that dichotomizes affect and intellect" (Eisner in Rubin, 1973, p. 199). Bruner and his associates have stated for some time that "if only we use the feelings which people have in the learning situation, then we can produce a better and deeper learning" (cited in More, 1974, p. 13). Carl Rogers (1969), in delineating his view on the goals of education, said that "the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner" (p. 106). Woodruff and Walsh (1975) made the point that poor performance of adults may be the result of noncognitive factors such as lack of confidence and poor conditions of learning. Tobias and Knight (1978), in recognizing mathematics avoidance and anxiety, pointed to attitudinal not cognitive barriers. Crutchfield (1978) stressed the need for a sensitive and empathic approach in all teachers of adults.

Further explication of the adult learner is provided by Knowles (1970). His crucial assumptions about the adult learner provided a base for a distinctive theory--andragogy--that Knowles defined as "the art and science of helping adults learn" (p. 38). These assumptions revolve around the learner's self-concept, experience, readiness to learn and problem-centered orientation. The assumptions are that, "as a person matures, 1) his self-concept moves from one of being a dependent personality toward one of being a self-directing human being;

2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning; 3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and 4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness" (p. 39). Knowles' theory points to the need for adult educators to emphasize practical application by drawing on life experiences of learners in presenting new concepts and generalizations. Andragogy suggests that the adult educator be attuned to the learner's developmental level, timing the curriculum sequence such that it keeps in step with the adult's developmental tasks. Finally, Knowlesian theory implies that adult educators require an orientation focused on the existential concerns of the adult student.

Summing up, the importance of affect in learning is well-documented but inadequately recognized. There is a need, therefore, for concern with affect in any future studies of adults involved in learning enterprises.

Learning Ability of Adults

Given the large numbers of adult learners and the theories generated about them, what can be said about their learning ability? Although the traditional perspective has been that learning ability declines with age, the current view is that age-related decline is insignificant. Baltes and Schaie (1974) reason that general intellectual

decline in "old age" is largely a myth, the difference between scores on cross-sectional studies being due mainly to generational not chronological differences.

Accepting that "Adults can, and do, learn well all through life" (Kidd, 1973, p. 93), how can we do something about the learning situations in which they become involved? How much is generally known about what goes on inside adult classrooms? What do adults want with respect to their classroom learning? Do they have preferences among warm, supportive, controlled and formal classrooms? How do adults respond to cohesiveness, democracy or friction in adult classrooms?

The foregoing categories of learners underscore the great variety of needs and goals of adult students. How can schools be more responsive to the multi-facted personalities of adult learners? How can we better meet the needs of these types of adult students? One way is to focus on the kinds of learning environments of individuals coming back to schools, to look specifically at classroom sociopsychological climates. This is especially relevant when the concentration is on the affective as well as the cognitive side of a person's continuing development.

Effect of Sociopsychological Climates on Learning

The effect of sociopsychological climates on learning has been investigated for a number of years, starting as early as the 1930's with Kurt Lewin, who described environmental influences in terms of

the formula, B = f(P, E), behavior is a function of the interaction of the person with the psychological environment. Lewin was one of the early theorists to conceptualize the situation as a necessary component in understanding individual behavior. Murray (1938) used the term Press for the environmental influences affecting a person's needs, Alpha Press consisting of the directly observable aspects of the environment, Beta Press being the subjective or self-perceived environment. Rotter (1954), like Murray, believed Beta Press to be the important part of the situation in predicting behavior. Stern, Stein and Bloom (1956) emphasized the need to clearly define the setting in which the behavior occurred, while Pace and Stern (1958) applied the notion of "perceived climate" to the study of "atmosphere" at universities and colleges.

More recently, the following people have begun to look at classroom climates (Anderson, 1968; Insel & Moos, 1974; Moos, 1973; Moos & Insel, 1974; Schultz, 1974, 1975, 1979; Walberg, 1968, 1968a; Walbert & Ahlgren, 1970; Walberg & Anderson, 1968), and have found that there are many correspondences between specific climate dimensions and cognitive and affective behaviors in the classroom. Although the results are somewhat ambiguous with respect to cognitive behavior, in terms of affective behavior, some conclusions have been reached which suggest that different learning environments are desirable according to the different needs of students. However, these recent studies were done on college and high school students.

It was the purpose of this study, therefore, to examine adult

classroom climates in order to discover the kinds of actual and ideal sociopsychological climates adults want, and to learn their feelings about their classroom atmospheres.

Hypotheses

Bearing in mind the five groupings of adult students presented in this study, the writer hypothesized that different categories of adult students would prefer different types of sociopsychological climates. It was further hypothesized that student affect would be related to dimensions of their classroom climates, and that there would be a positive correlation between student affect ratings and marks. Additionally, it was hypothesized that positive student affect would be associated with a lack of discrepancy between how teachers viewed their sociopsychological climate and how students viewed the climate.

CHAPTER III

METHOD

Sample

Subjects for this study were students and teachers in a continuing education adult day program. Two hundred and fifteen students responded to questionnaires, with 156 completing all four. This drop occurred mostly because of absenteeism on days when later questionnaires were administered. More than 50% of the students in each of the ten morning classes completed all of the questionnaires, as did their ten teachers. Since most of the morning students also took the afternoon class and they were not asked to do the questionnaires twice, only twelve afternoon students completed the four questionnaires. The full sample then consisted of 144 morning students, ten morning teachers, twelve afternoon students and two afternoon teachers, 168 respondents in all. The main statistical analysis was done on the responses of the 144 morning students, the balance of the questionnaire data being used primarily for descriptive purposes.

Responses of five students in two classes were excluded from the regular statistical analysis since the level of English proficiency of these recently-arrived landed immigrants was deemed too low.

Instruments

The Adult Classroom Climate Scale (ADUCCS) (Questionnaires A and D) contains a series of statements which refer to various aspects

of classes and how they are set up and conducted. Two forms of the ADUCCS were used to measure the ideal and the actual classroom climate. As Questionnaire A, the ADUCCS assessed the classroom climate as the respondents would ideally like it to be if they could set it up any way they wished. As Questionnaire D, it assessed the classroom climate as it actually existed.

Developed primarily from the Learning Environment Inventory (LEI; Anderson, 1973) and the Classroom Environment Scale (CES; Moos & Trickett, 1974), the ADUCCS consists of 76 items which produce eight dimensions. Respondents expressed the extent of their agreement or disagreement with each item on a five-point scale. The classroom climate is described along eight dimensions.

The Traditional Teaching Dimension assesses classrooms in terms of the number of lectures given, the part played by student responses to teacher questions, and the lack of spontaneous class discussions. This dimension looks at how regularly teachers check up on students and whether teachers see their main roles as presenters of information.

The Open Teaching Dimension assesses classrooms with respect to the different teaching processes used, the open-ended discussions among class members and the teacher requests for students' ideas and opinions. It looks at whether teachers are eager to help students learn.

The Planning-Teaching Dimension assesses classrooms in

ADULT CLASSROOM CLIMATE SCALE (ADUCCS)

DIMENSIONS	SAMPLE ITEMS (The first statement for each scale is from the ADUCCS Ideal. The bracketed statement is from the ADUCCS Actual.)
1. Traditional Teaching	Many lectures would be given in the class. (Many lectures have been given in the class.)
2. Open Teaching	Teachers would go out of their way to help students. (The teacher has gone out of his/her way to help students.)
3. Planning Teaching	Small group discussions would be well planned and organized. (Small group discussions have been well planned and organized.)
4. Personal Development	This class would help me learn and develop. (This class has helped me learn and develop.)
5. Affect	This class would help me feel better about myself. (This class has helped me feel better about myself.)
6. Relationship	People would be very friendly in this class. (People have been very friendly in this class.)
7. Cognitive Emphasis	Class members would be challenged to express themselves on issues raised in class. (Class members have been challenged to express themselves on issues raised in class.)
8. Structural Factors	Clear goals would be established for the class. (Clear goals were established for the class.)

relation to how well class lessons and group discussions are organized and planned. The focus is on the processes of how students learn, on the planned and organized structure of the classroom, and the lack of spontaneous intrusions.

The Personal Development Dimension assesses the helpfulness and practicality of classrooms. It focuses on whether classes are seen as helping students learn and develop, as being personally valuable, and designed to satisfy inquisitive minds. This dimension looks at the practical value of class activities and whether students feel they are gaining something from the classes.

The Affect Dimension assesses classrooms with respect to the assistance given students to gain self-confidence and a sense of excitement about themselves. This dimension considers whether class participation helps the students to become more involved in life in general, and to feel better about themselves and more positive about others.

The Relationship Dimension evaluates the friendliness, sharing and support of classrooms. The concentration is on the sharing among the class and the personal interest teachers and students take in each other. This dimension sees if there is an "Esprit de Corps," and if everyone knows each other by name.

The Cognitive Emphasis Dimension assesses classrooms in relation to their challenge and vigour. The spotlight is on memorization of facts, research, class assignments, vigorous and intense class

discussions, and students being challenged to express themselves on issues raised in class.

The Structural Factors Dimension examines classrooms with respect to the emphases on order and organization, clear goals, competition among students. It sees if students are expected to take an active part in the planning, organization and running of the classes, and whether class members are assigned presentations to make to the group.

In answering the ADUCCS (Ideal), students and teachers were asked to think about the set up of their ideal class. "If you could have a class set up and operated just the way you personally wanted it, what would it be like? Respond to the questions with respect to this IDEAL class."

With the ADUCCS (Actual), respondents were told, "This questionnaire is about the class you are in right now, your ACTUAL class. Respond to the questions with respect to only this class."

The Affect Questionnaire (AFF) (Questionnaire B) consists of 27 statements expressing various feelings. There are nine scales (three items each) which are divided into four main groups: AFF 1 (Scales 1 and 2); AFF 2 (Scales 3 and 4); AFF 3 (Scales 5 and 6); and AFF 4 (Scales 7 to 9).

The AFF 1 Scale includes the scales of Anxiety (feeling uneasy, fearful, anxious) and Depression (being sad, lonely, blue).

The AFF 2 Scale contains the scales of Vigour (feeling energetic,

AFFECT QUESTIONNAIRE

SCALE	SAMPLE ITEMS
1. Anxiety	In this class I feel fearful.
2. Depression	In this class I am lonely.
3. Vigour	In this class I feel energetic.
4. Pleasantness	In this class I am pleased.
5. Perceived Worth	This class makes me feel worthwhile.
6. Perceived Therapeutic Benefit	This class helps me gain self-confidence.
7. Affiliation	In this class I am included.
8. Participation	In this class I work hard.
9. Leadership	In this class I help decide what to do.

lively, active) and Pleasantness (feeling pleased, elated, lighthearted).

The AFF 3 Scale has in it the scales of Perceived Worth (the class being important to the student and making him/her feel worthwhile) and Perceived Therapeutic Benefit (helping the student to gain self-confidence, to learn and develop, and to feel better).

The AFF 4 Scale includes three scales: Affiliation, Participation and Leadership. Affiliation refers to the feelings created when the people are friendly to each other, when they work closely with each other, where everyone feels included. Participation has to do with the feelings aroused when the students are active, work hard and talk freely and openly. Leadership relates to those feelings engendered when the students play important roles and help decide what to do.

In answering the Affect Questionnaire statements, respondents were asked how the feelings expressed by the 27 items corresponded to their feelings about the classes they were presently in. They indicated the extent of their agreement or disagreement on a five-point scale.

The Adjective Rating Scale (ARS) (Questionnaire C) consists of 24 items which deal with student and teacher attitudes about their overall academic programs. Developed by the Centre for Instructional Development at Syracuse, the ARS, by means of factor analysis, produced five scales: Interest Value, Practical Appeal, Difficulty/Challenge, Rewarding/Different, and Unnecessary.

With the Adjective Rating Scale, respondents showed their

ADJECTIVE RATING SCALE

FACTOR SCALE	ADJECTIVES LOADING
1. Interest Value	I have found my academic program to be:
	enjoyable — rewarding exciting — good stimulating — informative enlightening — worthwhile interesting
2. Practical Appeal	I have found my academic program to be:
	irrelevant dull — practical boring — to — valuable useless — worthwhile a waste — relevant
3. Difficulty/Challenge	I have found my academic program to be:
	demanding difficult challenging
4. Rewarding/Different	I have found my academic program to be:
	rewarding different
5. Unnecessary	I have found my academic program to be:
	provocative a waste — to — necessary

agreement or disagreement, as with the other questionnaires, by marking one answer for each item on a five-point scale.

Procedure

During the week of May 20-22, the first questionnaire, the Adult Classroom Climate Scale (Ideal) was administered in each of the ten morning classes. Approximately one-half hour of regular classroom time was taken. Students who attended only afternoon classes were invited to come to a separate room to do the questionnaire on May 22.

From May 26-29, the second and third questionnaires, the Affect Questionnaire and the Adjective Rating Scale, were completed by morning class students in their respective classrooms and by afternoon students in a separate sitting. These two questionnaires took approximately 15 minutes of class time.

Between June 16 and 19 the fourth questionnaire, the Adult Classroom Climate Scale (Actual) was given. Attempts were made during the days of June 19 to 26, the final week of the term, to have some of the "incomplete" students finish all instruments.

Design

Respondents answered four questionnaires: the Adult Classroom Climate Scale (ADUCCS), Actual and Ideal, the Affect Questionnaire, and the Adjective Rating Scale (ARS).

The analysis was done in the following manner. First, scores on the eight dimensions of the ADUCCS (Actual), the eight dimensions of the ADUCCS (Ideal) and the four grouped scales of the Affect Question-

naire were examined to find the means, standard deviations and average item ratings. These scores were then used to describe the relationship between the students' ratings on their actual and ideal classroom climates.

Second, correlations between the student scores on the ADUCCS dimensions, Actual and Ideal, and the Affect Questionnaire scales were computed.

Third, the ARS was factor analyzed and the factor scores were used to find correlations between the ARS scales and the Actual and Ideal ADUCCS dimensions.

Fourth, discrepancies between the students' ratings of their actual (ideal) sociopsychological climate and their classroom teachers' actual (ideal) ratings were formed by subtracting the teacher's score on a given dimension from the students' scores on the same dimension. These discrepancy scores were then used to divide the students into three groups on each sociopsychological climate dimension: Group 1, students whose scores were lower than their teachers' scores; Group 2, students and teachers whose sociopsychological climate dimension ratings were approximately equal; and Group 3, students whose ratings were higher than their teachers' ratings.

These discrepancy groups were then used in Analyses of Variances among the three groups' scores on the Affect Questionnaire and the Adjective Rating Scale. These ANOVAs determined if direction and amount of discrepancy between the teachers and students on a given

sociopsychological climate dimension were related to the students' scores on the two affect-type questionnaires.

As an ancillary variable, student marks were also included to see whether they in fact related to any of the student scores on classroom climate dimension ratings, affect or attitude.

CHAPTER IV

RESULTS

The 144 morning students, on whose data the main statistical analysis was done, ranged in age from 17 to 58 with roughly two-thirds (112) aged between 17 and 30. Approximately 60% (86) were female and 40% (58) male. One hundred and sixteen students (80%) indicated that their reason for attending the adult day program was to complete admission requirements for post-secondary training (university, technical or community college), while eleven students stated as their main purpose, "to finish the high school diploma." About 57% (83) said they had twelve years or more of schooling; 28% (40) had eleven years; the remainder had ten years or less.

Clearly, most of the students in this study fell primarily into the Specific Objectives category: 127 or 88.19% stated that they had definite goals, namely the completion of admission requirements for post-secondary training or accomplishment of the high school diploma. Although, in line with the discussion of different types of adults going back to classes, the students in this study obviously had a variety of other needs, their primary need, according to the questionnaire, was for some specific goal. The results and discussion will therefore be limited to this sub-grouping of the adult population.

Adult Classroom Climate Scale - Means, Standard Deviations and Average Item Ratings

Table 2, presenting the data for the 144 morning students, shows the means, standard deviations and average item ratings for each ADUCCS dimension for the actual and ideal sociopsychological climates. Because the number of items per dimension varied, it became necessary to consider the average item ratings in order to make accurate comparisons. Figure 1 shows the line graphs for student perceptions of actual and ideal classroom climates.

Student responses, for both actual and ideal classroom climate dimensions, fell in the medium to positive range. Among the eight dimensions, students attached greater importance to the three dimensions which have to do with the affective part of learning situations. Actually and ideally, students rated the Personal Development classroom dimension the highest; Relationship, Cognitive Emphasis and Affect were next highest in the actual classroom; Affect, Relationship and Open Teaching followed close behind Personal Development in the ideal classroom. Students placed the greatest emphasis on those aspects of adult classrooms which helped them learn and develop, gave them self-confidence and provided a sense of sharing and support among class members.

With the exception of Traditional Teaching, the actual climate mean scores and average item ratings were lower than those for the ideal climate: students perceived their actual classrooms as having

TABLE 2

Means, Standard Deviations and Average Item Ratings
for Each Adult Classroom Climate Scale (ADUCCS) Dimension
for the Actual and Ideal Sociopsychological Climates
(N = 144)

	A			I		
ADUCCS Dimension	M	SD	Average Item Rating	M	SD	Average Item Rating
Traditional Teaching	29.40	3.61	3.27	27.70	4.75	3.08
Open Teaching	38.35	6.95	3.18	45.51	6.13	3.79
Planning Teaching	16.45	2.97	3.29	18.32	3.22	3.66
Personal Development	38.13	5.93	3.81	40.54	4.64	4.05
Affect	33.50	7.36	3.35	38.36	5.95	3.84
Relationship	35.33	5.26	3.53	37.87	4.94	3.79
Cognitive Emphasis	34.42	4.59	3.44	37.14	3.45	3.71
Structural Factors	31.47	5.15	3.15	35.35	4.59	3.53

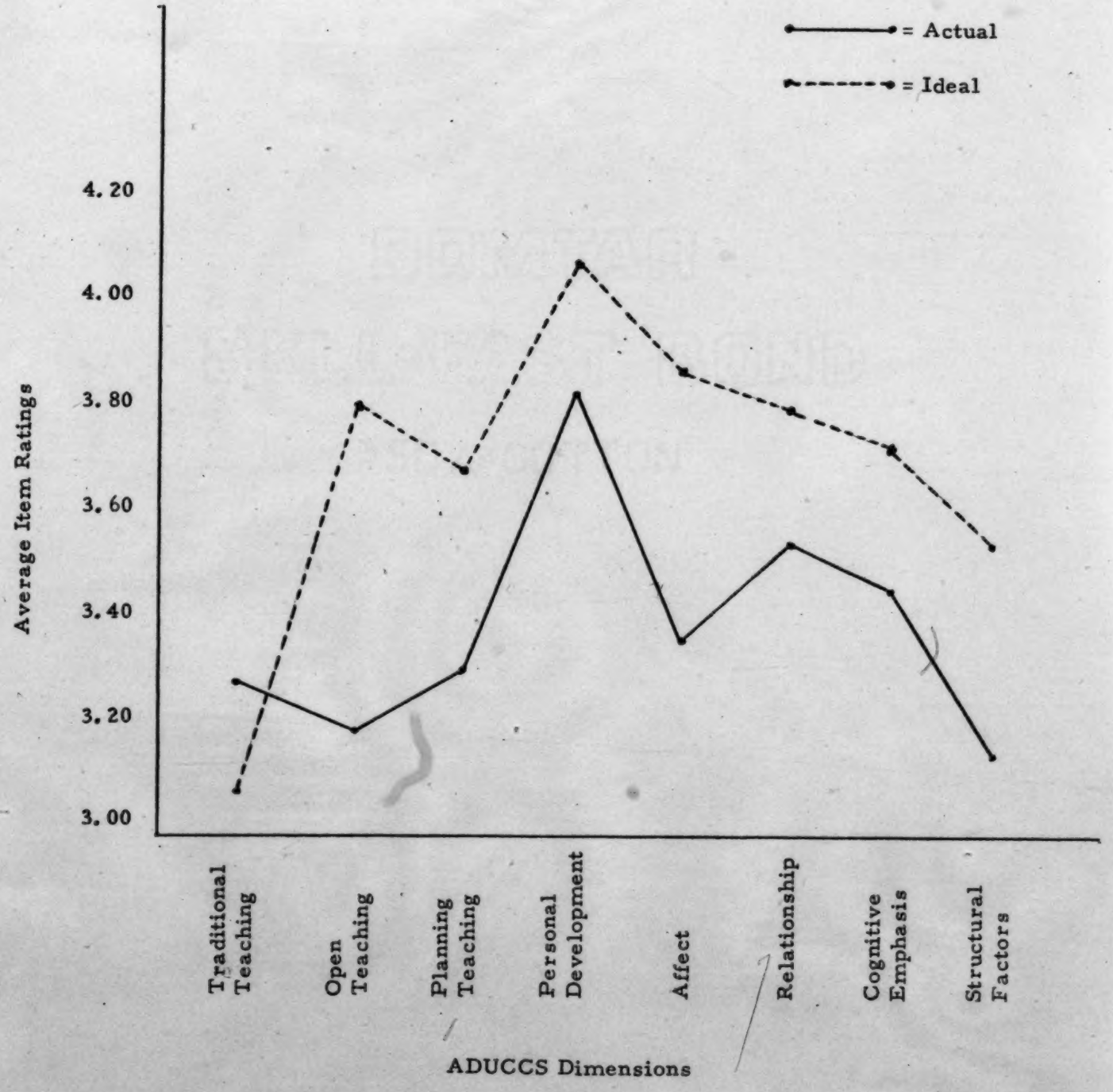
Note: A = actual climate; I = ideal climate.

FIGURE 1

Student Perceptions of Actual and Ideal

Classroom Climates

(N = 144)



less Open Teaching, Planning Teaching, Personal Development, Affect, Relationship, Cognitive Emphasis and Structural Factors than they desired in their ideal classrooms. However, they saw their actual classrooms as having more Traditional Teaching than they ideally wanted.

Standard deviations for the actual climate dimensions ranged from 2.97 to 7.36 and were generally larger than those for the ideal climate dimensions, which extended from 3.22 to 6.13. There was more agreement among students, therefore, about their ideal learning environments than about their actual. The greatest variation in student responses, for both actual and ideal climates, occurred with the dimensions of Open Teaching and Affect; the least variation in responses was shown for the classroom dimension of Planning Teaching. That is, there was less agreement among students, actually and ideally, when it came to their perceptions of the dimensions of Open Teaching and Affect; the greatest student agreement occurred with the Planning Teaching dimension.

Affect Questionnaire - Means, Standard Deviations and Average Item Ratings

Means and standard deviations for the Affect Questionnaire scales are shown in Table 3, and for the grouped scales in Table 4. Student responses to the grouped scales, AFF 2, AFF 3 and AFF 4, are positive, showing their agreement with feelings of Vigour, Pleasantness, Perceived Worth, Perceived Therapeutic Benefit, Affiliation,

TABLE 3

Means, Standard Deviations and Average Item Ratings

for Each Affect Questionnaire Scale

(N = 144)

Affect Scale	M	SD	Average Item Rating
Anxiety	6.55	2.26	2.18
Depression	5.33	2.18	1.78
Vigour	10.40	2.43	3.47
Pleasantness	10.33	2.19	3.44
Perceived Worth	12.03	1.97	4.01
Perceived Therapeutic Benefit	11.15	2.01	3.72
Affiliation	11.19	1.91	3.73
Participation	11.17	2.16	3.72
Leadership	8.33	2.36	2.78

TABLE 4

Means, Standard Deviations and Average Item Ratings for Each of the Grouped Scales of the Affect Questionnaire (N = 144)

Affect Grouped Scale	M	SD	Average Item Rating
AFF 1	11.87	3.90	1.98
AFF 2	20.73	4.11	3.46
AFF 3	23.19	3.55	3.87
AFF 4	30.69	4.95	3.41

Note: AFF 1 = Anxiety and Depression; AFF 2 = Vigour and Pleasantness; AFF 3 = Perceived Worth and Perceived Therapeutic Benefit; AFF 4 = Affiliation, Participation and Leadership.

Participation and Leadership; student responses to the AFF 1 grouped scale are below the midpoint, indicating disagreement with feelings of Anxiety and Depression in their classrooms. Students rated the AFF 3 grouped scale highest; this scale also showed the least variation in student answers.

Correlations - Adult Classroom Climate Dimensions and Affect Questionnaire Scales, and Marks

Table 5 displays the correlations between the classroom climate measures and the Affect Questionnaire grouped scales, and marks. The climate dimension which has the greatest connection with student feelings, according to student perceptions of both the actual and the ideal classroom, is Relationship, which showed significant correlations ($p < .01$) to all of the Affect scales. Next to Relationship, students perceived the classroom climate dimensions of Affect and Open Teaching, ideally and actually, as having the most effect on their feelings.

Twenty-nine of the 32 correlations between the Actual Classroom Climate measures and the Affect Questionnaire grouped scales were significant, and 21 of these were moderate (.30 to .57). All of the climate dimensions except Traditional Teaching showed significant correlations ($p < .01$) to AFF 2, AFF 3 and AFF 4, those involving classroom Relationship, Affect and Personal Development being moderate. However, only fourteen of the 32 correlations between the Ideal Classroom Climate dimensions and the Affect Questionnaire

TABLE 5

Correlations Between Classroom Climate Dimensions and Affect Questionnaire Scales, and Marks

Actual Classroom Climate Dimensions (AADUCCS)

Affect Scales	TT	OT	PT	PD	Aff	Rel	CE	SF
AFF 1	04	-24 **	-32 **	-31 **	-33 **	-48 **	-16 *	-16 *
AFF 2	13	41 **	40 **	42 **	52 **	57 **	30 **	38 **
AFF 3	15 *	28 **	31 **	47 **	45 **	50 **	28 **	32 **
AFF 4	03	37 **	22 **	31 **	44 **	46 **	22 **	30 **
Marks	-06	05	02	12	18 *	05	-05	-03

Ideal Classroom Climate Dimensions (IADUCCS)

	TT	OT	PT	PD	Aff	Rel	CE	SF
AFF 1	21 **	-07	-06	-08	-09	-21 **	-08	06
AFF 2	-04	20 **	-04	07	15 *	23 **	12	18 *
AFF 3	-05	24 **	09	26 **	28 **	34 **	10	21 **
AFF 4	03	25 **	-03	11	18 *	22 **	04	10
Marks	-14	-06	01	-05	02	-05	-01	03

Note: TT = Traditional Teaching; OT = Open Teaching; PT = Planning Teaching; PD = Personal Development; Aff = Affect; Rel = Relationship; CE = Cognitive Emphasis; SF = Structural Factors. AFF 1 = Anxiety and Depression; AFF 2 = Vigour and Pleasantness; AFF 3 = Perceived Worth and Perceived Therapeutic Benefit; AFF 4 = Affiliation, Participation and Leadership.

* = $p < .05$; ** = $p < .01$.

scales were significant, all but one (Relationship and AFF 1) being positive. Only one of these (Relationship and AFF 3) reached a moderate level.

Within the Affect Questionnaire scales, AFF 2 (Vigour and Pleasantness) showed the most positive correlations (.30 to .57) with all of the actual classroom measures except Traditional Teaching. Next in importance was AFF 3 (.28 to .50) and AFF 4 (.22 to .46). In the student view of the ideal classroom, AFF 3 was the more important, with five out of eight correlations significant at the .01 level.

Contrasted results are found with the classroom measure of Traditional Teaching. In the actual classroom it correlated positively with all of the AFF scales, although significantly with only AFF 3: the more the Traditional Teaching, the more the perceived worth and perceived therapeutic benefit. However, in the ideal classroom, TT correlated negatively with AFF 2 and AFF 3, and positively with AFF 1 and AFF 4, the only significant correlation being that with AFF 1: the more the Traditional Teaching, the more the anxiety and depression.

Low correlations occurred between student marks and all the classroom climate measures, both actual and ideal. There were more negative correlations between marks and the ideal climate dimensions, five out of eight, as opposed to three negative with the actual climate measures. Only one of these correlations was significant (.05 level), that with the actual climate scale of Affect.

Adjective Rating Scale Factor Analysis

Principal components analysis of the Adjective Rating Scale yielded five factors: Interest Value, Practical Appeal, Difficulty/ Challenge, Rewarding/Different, and Unnecessary. The varimax rotated loadings for these factors are shown in Table 6. Loadings show the variables on each factor used to compute the scales. Each factor has been given a tentative label felt to represent the underlying psychological construct tapped.

Correlations - Adult Classroom Climate Scale and Adjective Rating Scale

Table 7 shows the correlations between the actual and the ideal classroom climate measures and the Adjective Rating Scale (ARS) scales. ARS 1 (Interest Value) and ARS 2 (Practical Appeal) appear to be the most important. ARS 1 correlated significantly with six of the actual classroom climate measures and with five of the ideal climate dimensions; ARS 2 correlated significantly with six of the actual climate dimensions and with all of the ideal climate measures. Although a few of the correlations between ARS 3, 4 and 5 and the climate dimensions (actual and ideal) are significant, only one, that between ARS 4 and Affect (ideal climate), reached a moderate level.

Among the several significant correlations, those that achieve a moderate level are confined, with one exception, to three classroom sociopsychological climate measures, Personal Development, Affect and Relationship. These three dimensions in the actual climate showed

TABLE 6

Varimax Factor Loadings Derived from Subjects' Adjective Rating Scale Responses to the Statement "I have found my academic program to be ___" (N = 144)

Variable	Interest Value	Practical Appeal	Difficulty/ Challenge	Rewarding/ Different	Unnecessary
Enjoyable	.689				
Exciting	.606				
Stimulating	.556				
Enlightening	.605				
Interesting	.747				
Rewarding	.630			.478	
Good	.749				
Provocative					.516
Informative	.472				
Irrelevant		-.733			
Dull		-.725			
Boring		-.693			
Useless		-.663			
A Waste		-.478			.524
Necessary					-.606
Practical		.716			
Valuable		.571			
Worthwhile	.481	.446			
Relevant		.549			
Demanding			.729		
Difficult			.837		
Challenging	.440		.458		
General Different				.771	
% Com. Var.	32.27	30.07	14.23	12.39	11.04
% Tot. Var.	18.14	16.91	8.00	6.96	6.21

TABLE 7

Correlations Between Climate Dimensions and ARS Scales

Actual Climate Dimensions (ADUCCS)

ARS Scales	TT	OT	PT	PD	Aff	Rel	CE	SF
ARS 1	07	17 *	16 *	32 **	35 **	32 **	23 **	00
ARS 2	12	18 *	31 **	31 **	21 **	34 **	18 *	09
ARS 3	04	-13	-14 *	02	-11	-20 **	13	-08
ARS 4	03	-11	-16 *	-08	06	-06	-06	-07
ARS 5	-08	15 *	-02	-01	16 *	08	-00	17 *

Ideal Climate Dimensions (ADUCCS)

ARS Scales	TT	OT	PT	PD	Aff	Rel	CE	SF
ARS 1	-15	19 *	08	16 *	21 **	24 **	14 *	12
ARS 2	-13 *	25 **	21 **	32 **	35 **	37 **	22 **	15 *
ARS 3	-02	14 *	13	18 *	10	-02	13 *	07
ARS 4	10	13	05	12	30 **	07	16 *	10
ARS 5	-05	06	-13	04	09	01	06	17 *

Note: TT = Traditional Teaching; OT = Open Teaching; PT = Planning Teaching; PD = Personal Development; Aff = Affect; Rel = Relationship; CE = Cognitive Emphasis; SF = Structural Factors
ARS 1 = Interest Value; ARS 2 = Practical Appeal; ARS 3 = Difficulty/Challenge; ARS 4 = Rewarding/Different Value; ARS 5 = Unnecessary

* = $p < .05$; ** = $p < .01$

moderate and significant correlations (.01 level) with ARS 1, while two of them, PD and Rel, correlated moderately and significantly (.01 level) with ARS 2. In the ideal climate, PD, Aff and Rel again showed moderate and significant (.01 level) correlations with ARS 2.

The ARS scales correlated negatively with 15 of the actual climate measures but with only six of the ideal climate dimensions. The classroom dimension, Traditional Teaching, showed the most contrasted results. In the actual climate, TT correlated positively with all the ARS scales except ARS 5. In the ideal climate, it correlated positively with only ARS 4.

ANOVA Results

Table 8 shows the ANOVA results for analyses on the discrepancy scores, differences between students' and teachers' ratings of climate dimensions. Discrepancy scores were obtained for each student by taking his/her classroom dimension scores (eight actual and eight ideal) and subtracting the teacher's scores on the same dimensions. In other words, discrepancy scores for each English 30 student were found by taking the differences between his/her 16 scores and the English 30 teacher's 16 scores. This resulted in 16 discrepancy scores for each of the 144 students. Using these discrepancy scores, three groups were then formed: Group 1, students with climate dimension scores lower than their teachers' scores ($S < T$); Group 2, students and teachers with approximately equal dimension ratings ($S \simeq T$); Group 3, students with higher ratings than their teachers' ($S > T$). ANOVAs

TABLE 8

ANOVA Results for analysis of differences between students' and teachers' actual/ideal classroom climate dimension scores by Affect, Grade and ARS Scales

Climate Dimensions	Dependent Variables									
	AFF 1	AFF 2	AFF 3	AFF 4	GD	ARS 1	ARS 2	ARS 3	ARS 4	ARS 5
TT										
OT		123[a]		123[a] 123[a]			123[b]		231[a]	
PT	321[b]	123[c] 312[b]	123[b] 132[a]	123[b] 312[a]			123[b] 132[a]			
PD	231[a]	123[b]	123[c]				123[b] 123[b]			
Aff	321[c]	123[c]	123[c]	123[c]	132[a]	123[b]	123[a] 123[a]			
Rel	321[c] 321[b]	123[c] 123[b]	123[c] 123[c]	123[b] 123[b]	132[a]	123[a]	123[b] 123[c]			
CE	321[a]	123[c]	123[c]	123[b]		123[b]		132[b]		
SF		123[a]		123[a]	213[a]					213[a]

Note: TT = Traditional Teaching; OT = Open Teaching; PT = Planning Teaching; PD = Personal Development; Aff = Affect; Rel = Relationship; CE = Cognitive Emphasis; SF = Structural Factors; AFF 1 = Anxiety & Depression; AFF 2 = Vigour & Pleasantness; AFF 3 = Perceived Worth & Perceived Therapeutic Benefit; AFF 4 = Affiliation, Participation & Leadership; GD = Grade; ARS 1 = Interest Value; ARS 2 = Practical Appeal; ARS 3 = Difficulty/Challenge; ARS 4 = Rewarding/Different Value; ARS 5 = Unnecessary

For discrepancy scores, the students formed into three groups of approximate thirds. Group 1 - T > S; Group 2 - T ≃ S; Group 3 - S > T. Order of the groups is from lowest to highest mean score on each dependent variable. Those groups with a common underscore are not significantly different.

a = $p < .05$
b = $p < .01$
c = $p < .001$

on the Affect Questionnaire and ARS scores and marks were then computed within each sociopsychological climate dimension, using the three discrepancy groups as the independent variable and the scores on the Affect Questionnaire and the Adjective Rating Scale, and marks, as the dependent variables.

The most important classroom climate dimension, as seen through this ANOVA, is the Relationship dimension, where the scores (actual and ideal) of the three discrepancy groups on all the AFF scales were significantly different (.01 or lower). Next in importance among the classroom dimensions were the Planning Teaching and Affect discrepancies. Least important was the Traditional Teaching dimension, which showed no significant differences between the three discrepancy groups on the dependent variable scores.

Among the AFF scales, AFF 2 (Vigour and Pleasantness) and AFF 4 (Affiliation, Participation and Leadership) showed a slightly greater number of significant ANOVAs than AFF 1 (Anxiety and Depression) and AFF 3 (Perceived Worth and Perceived Therapeutic Benefit). ARS 2 (Practical Appeal) is the only one of the five ARS scales of much importance; it showed significant differences with five of the eight classroom climate dimension discrepancy groups. Marks were significant only with discrepancy group scores for Relationship and Structural Factors (Actual) and the Affect (Ideal) climate dimensions.

ANOVA differences of classroom climate dimension discrepancy

groups on the AFF 1 scale showed a contrasting pattern to that seen with all the other dependent variables. Students with higher ratings of climate dimensions (higher than their teachers') scored lower values of AFF 1 (Anxiety and Depression). Conversely, on almost all the remaining dependent variables, lower student ratings (than teacher ratings, group 1) of climate dimensions go with lower AFF and ARS scores, and lower marks.

The results generally then showed that the higher the students rated their classroom climate dimensions (as compared with their teacher's rating) the lower they rated AFF 1 (Anxiety and Depression) and the higher they rated AFF 2, 3 and 4, and ARS 1 to 5.

Post-Hoc Analyses

Although not part of the design, Table 9 presents the results of a series of post-hoc analyses investigating the possible effects of student differences on the dependent variables. Considering all the analyses completed, a minimal number of effects were found. Reason for attending, age, amount of schooling and sex did differentiate students to a limited extent.

Sixty four ANOVAs were completed. An examination of the 15 significant ones showed no consistent pattern across the variables, and no consistent interpretation of the meaning of these results. Therefore, the differences may be spurious results due to the large number of ANOVAs; they may be due to the different number of subjects in the different levels of each independent variable, or they may in fact be

TABLE 9

Significant Effects of Independent Variables
with Dependent Variables

Independent Variable		Dependent Variable	F. Significant
Reason	AFF 2	(Vigour and Pleasantness)	0.013
"	ARS 2	(Practical Appeal)	0.032
"	DIADU 7	(Discrepancy Scores, Ideal Cognitive Emphasis)	0.000
Age	IADU 1	(Ideal Traditional Teaching)	0.044
"	IADU 6	(Ideal Relationship)	0.034
"	AADU 2	(Actual Open Teaching)	0.054
"	AADU 7	(Actual Cognitive Emphasis)	0.028
"	DIADU 6	(Discrepancy Scores, Ideal Relationship)	0.001
"	DAADU 7	(Discrepancy Scores, Actual Cognitive Emphasis)	0.009
Schooling	DAADU 5	(Discrepancy Scores, Actual Affect)	0.040
"	DAADU 6	(Discrepancy Scores, Actual Relationship)	0.024
Sex	IADU 3	(Ideal Planning Teaching)	0.039
"	AADU 8	(Actual Structural Factors)	0.055
"	AFF 1	(Anxiety and Depression)	0.051
"	DAADU 8	(Discrepancy Scores, Actual Structural Factors)	0.042

real effects. Given the inconsistency of the pattern, not much can be said at this time.

Reason for attending may be an important variable that should be investigated further. The literature clearly suggests this as being an important construct. However, given that only eight out of the 144 students were in two of the four categories (attending school for only specific subjects or for "other" reasons), it is hard to make any definitive statements.

Nevertheless, it appears that students who returned to school to obtain requirements for post-secondary training or to complete the high school diploma rated classroom Practical Appeal higher, and feelings of Vigour and Pleasantness lower, than did students who came back to school only for specific subjects or for "other" reasons.

With respect to the variable of age, the sample size again varied, which could be a source of error in the interpretation. There were 44 students in their late teens, 68 in their twenties, 24 in their thirties, and eight in their forties and fifties. The general pattern is that students in their teens and twenties rated certain classroom dimensions lower than people 30 and over. Traditional Teaching in the ideal classroom, and Open Teaching and Cognitive Emphasis in the actual classroom were rated lower by students in their teens and twenties. However, students in their teens together with those 40 and over rated Relationship in the ideal classroom higher than students in their twenties and thirties.

The amount of schooling variable showed two significant differences. However, the pattern was not consistent and so is not an interpretable result. The question of the amount of schooling therefore remains uncertain as to whether it is important or not.

There was a tendency for female students to rate things higher and to be less depressed, but clearly there needs to be more investigation before much confidence can be placed in this kind of conclusion.

CHAPTER V

DISCUSSION

Of paramount importance in the discussion of the results is the fact that the vast majority of the 144 students in the sample fell quite clearly into the Specific Objectives Category. Since these students ranged in age from 17 to 58 and obviously had varying needs, the strong expectation was that all five of the categories delineated would be represented. That this expectation was not realized made it impossible to test the hypothesis that different categories of adult students would prefer different sociopsychological climates. Also, the "one-category" sample helps to explain several of the main features of the results.

Sociopsychological Climate Preferences

The most salient feature is the overriding importance of the affective dimensions of these adult classroom sociopsychological climates. The three climate dimensions of Personal Development, Affect and Relationship showed the highest ratings and the most significant, and positive correlations. These findings agreed with recent writings which have stressed the importance of an affective or emotional base to adult learning (Hibbert, 1978; Knowles, 1970, 1973; More, 1974; J. Rogers, 1977; Rubin, 1973; Strom & Torrance, 1973; Tobias & Knight, 1978; Woodruff & Walsh, 1975).

The sociopsychological classroom climates in this study were

close to what students wanted. In their ideal classroom, students rated the dimensions of Personal Development, Affect, Relations and Open Teaching highest. In their actual classrooms they rated Personal Development, Relationship, Cognitive Emphasis and Affect most highly. They perceived their actual classrooms as being close to what they wanted most in their ideal.

The dimensions which were furthest apart, as rated actually and ideally by students, were Open Teaching and Affect. That students should want more of these two dimensions particularly would seem to underscore Knowles' (1970) emphasis on recognition of the self-directedness and experience of adult students, who "tend to resist learning under conditions that are incongruent with their self-concept as autonomous individuals" (p. 40).

Correlational Analyses

Adult Classroom Climate Dimensions and Affect Questionnaire Scales. The large number of significant correlations between actual climate dimensions and the Affect Questionnaire scales is impressive. Seven of the eight dimensions correlated significantly with all of the Affect grouped scales. Such results attest to the desirability of creating adult classes with all seven of these dimensions. In particular, the strength of the correlations of the affective dimensions clearly suggests the wisdom of facilitating Personal Development, Affect and Relationship dimensions in all adult classes. This would require the creation of adult sociopsychological climates which are practical, helpful,

friendly, and sharing. Also, these results could be said to further validate the ADUCCS as an instrument for assessing adult socio-psychological climates.

The number of correlations between ideal climate dimensions and Affect scales, by contrast, was less than half those of the actual climate. (Relationship and Open Teaching dimensions were seen as most important ideally.) The explanation may be that students' notions of their ideal classes were vague and unarticulated (as opposed to the realness of their actual classrooms), or, once again, students may have envisaged a very general type of adult class, different from their actual classes.

The total lack of correlations through the ideal dimensions of Cognitive Emphasis and Planning Teaching to Affect scales would seem to point to student perceptions of an ideal class different from that of a high school credit course. This is given further support by the low number of correlations through the ideal Structural Factors and Personal Development dimensions to Affect scales.

Adult Classroom Climate Dimensions and Marks. In a similar vein, the almost total lack of correlation between climate dimensions and marks warrants attention. Because students rated nearly all the climate dimensions favorably, and indicated positive feelings in the classroom, why are there almost no correlations between sociopsychological climate dimensions and marks? Since learning involves both cognition and affect, and we have evidence of positive affect emanating

from both cognitive and affective climate dimensions, why are there not also correlations with marks?

Two points must be emphasized. Firstly, the lack of correlations between climate dimensions and marks does not mean that the bulk of these students did poorly academically. Only three of the 144 students failed their courses. Secondly, the marks by themselves, although they are an immediate and useful gauge for specific course content learning, do not adequately indicate the full range of learning of these adult students. It can be argued that through their classroom involvement the students not only learned the course content but also gained greater understanding and awareness of themselves and others. They may have developed in themselves new life skills such as discipline and perseverance, and in so doing raised their confidence and self-esteem.

Therefore the marks per se may be too narrow a gauge for correlations with sociopsychological climate dimensions. Future studies of such climates might attempt to use broader measures of adult learning. Possibly these more-encompassing measures would show more correlations with climate dimensions.

Adult Classroom Climate Dimensions and Adjective Rating Scale. The importance of two ARS factors, Interest Value and Practical Appeal, and the relative lack of importance of the three remaining factors, is probably a function of the goal-orientedness of these adult students who, as persons in the Specific Objectives category, rated practical value

high. Their valuing of practical appeal confirms the findings of several adult education researchers (Carp et al, 1974; Johnstone & Rivera, 1965; Knowles, 1970; Tough, 1968).

It is noteworthy also that among the correlations of climate dimensions and ARS factors it is the affective classroom dimensions again which are strongest. Certain significant and moderate correlations such as in the actual climate between Practical Appeal and the Planning Teaching dimension, and in the ideal climate between Practical Appeal and the Affect dimension, probably reflect the students' somewhat different expectations of their actual credit course classes and the general ideal class they envisaged. ARS 1, Interest Value, in showing moderate, significant correlations actually but not ideally reflects the same bifurcation.

Teacher/Student Discrepancy Scores

The general pattern evident in the Table 8 results is that those students who rated sociopsychological climate dimensions higher than their teachers showed lower scores on AFF 1 (Anxiety and Depression), but higher scores on the remaining AFF scales and on the ARS scales. Of the 50 significant differences displayed in Table 8, 33 are cases where Group 3 (students' ratings higher than teachers') is different from Group 1 (students' ratings lower than teachers') but not from Group 2 (student and teacher ratings approximately equal). Of these 33, 23 involve actual climate dimensions and ten involve ideal dimensions. There are approximately eight cases where Group 3 is different

from both Groups 1 and 2. Of these eight cases, three are ideal climate dimensions and five are actual. There are only three instances where Group 2 is different from Groups 1 and 3.

This means that in the majority of cases, those students who rated climate dimensions i) higher than their teacher, and ii) approximately equal to their teacher, showed significantly higher scores on positive affect. The discrepancy in student/teacher ratings was thus not detrimental in terms of student feelings in the classrooms. The fact that teachers did not always rate their climate the same way as students appears not to have depressed student affect. Possibly this is so because almost all these students were Specific Objectives category learners and had strong, definite goals, the strength of which overrode any negative effects of differences between student/teacher views of their sociopsychological climate. Adults in the Escape or Social Activity category, for example, might well fail to show positive feelings with such a discrepancy in student/teacher views of sociopsychological climate. This too points to a need for future studies which use different categories of adult learners.

It is important too to bear in mind that most of these significant differences in student/teacher ratings (29 as opposed to 15) involved the actual classroom climate. It is understandable that those students who rated actual climate dimensions higher than their teachers felt better in those classrooms. There are insufficient significant differences surrounding student affect and ideal climate dimension discrepancy

groups to draw conclusions in this area.

The fact that the discrepancy groups which formed with respect to the classroom climate dimension of Relationship showed significant differences through all the AFF scales attests to the high value placed on this dimension by students. The friendliness, support and sharing of these adult classrooms clearly produced more pronounced student affect than did the Traditional Teaching dimension, which showed no significant differences among the discrepancy groups in terms of student affect. The Affect climate dimension also revealed a strong response in student feelings. This adds further credence to the place of affective dimensions in adult learning as delineated by Knowles (1970, 1973); J. Rogers (1977); Rubin (1973); Woodruff and Walsh (1975).

Future Directions

I. The most important follow-up research would need to involve a sample with members from all five categories of adult students. Wide-ranging general interest classes conducted through continuing education or extension divisions would be more likely to have students from all categories. A project involving them could provide meaningful results by giving more feedback about adult classrooms and what different categories of adults want in the classroom climates. For example, people in the Social Activity or Escape Category would be expected to rate higher the Relationship and Affect dimensions of classroom climates. Those people in the Learning Itself Category, who go on learning over a lifetime, might rate Cognitive Emphasis or Planning

Teaching higher. Those students in the Specific Objectives Category would likely rate the same dimensions high as did the students in this sample.

II. Another useful research project could involve, on the one hand, a group of regular high school classrooms with students 14 to 19 years old and, on the other hand, a group of adult classrooms with students 19 and over. Although some similarity in results would be expected, the most useful information would come from the possible contrasted results.

III. Since the present research involved adult high school students, it would be helpful to do similar projects at the post-secondary level, on college, technical institute and university students. If most of these students fit into the Specific Objectives Category, as might be expected, and their sociopsychological climate ratings are similar to those of this research, then such results would not only give further support and meaning to the present findings, they would also significantly broaden our understanding of adult classrooms and students.

IV. An additional research design could be one juxtaposing university classes of senior citizens and university classes of students in their late teens and twenties. In view of the increased longevity of human beings, the greater amount of leisure time, and the sweeping technological advances, results of research involving senior citizens could be increasingly beneficial.

All of the above research possibilities would be helpful ways to

go from the present research design and would give us a more complete picture of what adult students want in their classroom climates.

Implications

If more adult students say the same thing that the students in this sample said, that they feel best in classrooms where there is a support, a sharing, a friendliness and a practicality, then it would seem to behoove teachers, counsellors, professors, co-ordinators and others involved in adult education, to address themselves to how to create these kinds of classroom climates. This would mean a greater awareness as to what these different climate dimensions mean. Teachers would need to know how to establish particular climates in their classrooms.

A further implication involves the selection and the training of future teachers. If the results of several research projects point to the desirability of particular kinds of classroom climates for adult students, then two questions must be asked: 1) what kinds of teachers create different kinds of climates and how can we best match the teachers and the students? and 2) what kinds of courses and training programs are needed to help teachers develop different kinds of classroom climates?

The conviction of the writer is that the human being who is best able to create and work in the kind of sociopsychological climate described in this study is the person who is, first of all, comfortable with himself/herself, aware of his/her own affective make-up, and generally not threatened by the myriad demands, difficulties and inter-

actions that can arise in any classroom. If further research supports this conviction, then the long-term implications could mean eventual attempts to make selections from among applicants to Faculties of Education, teacher colleges, etc. Additionally, courses in teacher-training programs would have to provide an understanding of socio-psychological climate dimensions and their creation.

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APPENDICES

APPENDIX A

QUESTIONNAIRE "A"

This questionnaire is about your IDEAL class. All of the questions refer to various aspects of classes and how they are set up and conducted. Please think about the set-up of your IDEAL class. If you could have a class set up and operated just the way you personally wanted it, what would it be like? Respond to the questions with respect to this IDEAL class. Do not think of the class you are in now (or about other classes you've attended). Think only of your IDEAL class.

Answer each item in terms of how much you personally agree or disagree with this item being representative of your IDEAL class. Choose one of the five possible answers shown at the top of each page.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

For each statement in the questionnaire, choose one of the above five answers and black in the corresponding number on the answer sheet. For example, if you "partially agree" with a statement, black in the (4) beside that item number on the answer sheet.

---

1. Instructors would regularly check up on class members to make sure they are doing class assignments.
2. The instructor would conduct a number of demonstrations in front of the class.
3. This class would help me learn and develop.
4. This class would help me gain a sense of excitement about myself.
5. There would be a great deal of sharing among the class members.
6. Class discussions would be vigorous and intense.
7. Topics raised in one class would often overlap with other classes and topics in the same course.
8. Spontaneous class activities would often replace planned activities.
9. Many lectures would be given in the class.
10. The processes of how one learns would be of major concern to the instructor.
11. Class activities would always have a practical value (utility value).

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

12. This class would emphasize the stimulating and exciting aspects of learning.

13. Newcomers would be actively included by others.

14. This class's instructor would be an expert in his/her field.

15. Analyzing different value systems and educational approaches would be encouraged.

16. Class participants would frequently teach each other.

17. Small group discussions would be well planned and organized.

18. When planning classes, the instructor would focus more on the structure of the material to be learned than on the processes used when learning.

19. Most classes would be seen as personally valuable.

20. This class would help me gain self-confidence.

21. Everyone in class would know each other by name.

22. Although difficult, most course work could be accomplished by those willing to work hard.

23. Order and organization would be emphasized in this class.

24. Instructors would be anxious to help participants learn.

25. Open ended discussions among all class members, including the instructor, would be the most frequent form of instruction.

26. Differing perspectives on how to learn would be accepted in this class.

27. This class would improve (enhance) my general attitude toward classes and learning.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

28. I would be let down when this class ended.

29. There would be an "Esprit de Corps" among class members.

30. Factual knowledge would only serve as a base for deeper understanding of the material.

31. Clear goals would be established for the class.

32. Field experiences would be a part of this class.

33. Instructors would use only a selected set of well established materials and media.

34. Spontaneous class discussions would rarely take place.

35. Many class members would be taking the class for reasons such as job requirements, promotion, etc.

36. Class participation would help me to become more involved in life in general.

37. Conflict among class members would rarely take place.

38. Memorization of facts would be necessary.

39. Class decisions would be democratically made.

40. Students who want to learn at their own rate and in their own way would be accommodated in this class.

41. When class difficulties arise, teachers would be likely to keep on with the same planned activity rather than make "on the spot" adjustments.

42. Instructors would see their main role as presenters of information.

43. I feel I would gain something from this class.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

44. This class would help me feel better about myself.

45. There would be a recognized group of leaders in the class.

46. No written assignments would be required in this class.

47. The instructor would play a dominant role in this class.

48. Simulations and games would be a few of the many different teaching processes used in this class.

49. Class participants would be encouraged to work independently.

50. Most class lessons would be well organized and planned out in advance.

51. After taking this class I would notice an increase in my perseverance.

52. People would feel there is someone whom they could count on in this class.

53. Class members and instructors would take a personal interest in each other.

54. Doing research would be a part of class assignments.

55. Competition between class members would be emphasized.

56. Instructors would frequently ask participants for their ideas/opinions on topics pertinent to class.

57. Responding to teacher questions would be a major part of class activity.

58. The need to keep up with others would be a factor in my taking this class.

59. This class would help me feel more positive about others.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

60. The instructor would be very supportive of class members.

61. The seeking of knowledge for its own sake would be important in this class.

62. Class participants would be expected to take an active part in the planning, organizing, and running of the class.

63. Teachers would concentrate on telling the class participants what is important for them to know about the material being studied.

64. Many class projects would be group activities.

65. This class would be challenging and rigorous.

66. I would play an important role in this class.

67. People would be very friendly in this class.

68. Those who wish to evaluate and synthesize knowledge would be unhappy in this class.

69. Each class member would be assigned a presentation to make to the group.

70. During class discussions, students would at times discuss the topic among themselves, with the instructor merely listening to the students talk.

71. Instructors would go out of their way to help students.

72. This class would be designed to satisfy inqusitive minds.

73. This class would help relieve boredom.

74. Many people would take this class for its social contacts.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

75. Class members would be challenged to express themselves on issues raised in class.

76. Innovative class activities would rarely be used.

APPENDIX B

QUESTIONNAIRE "B"

Instructions: Following are 27 sentences expressing various feelings. Please respond to each question with respect to how much you agree or disagree with the feeling expressed in the sentence. Rate each sentence on the following scale from "Strongly Disagree" to "Strongly Agree" on side 1 of the answer sheet.

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	DON'T KNOW	AGREE	STRONGLY AGREE

When responding to each of the items think about the class that you are in right now and how these feelings expressed by the items correspond with your feelings about the class that you are presently in.

1. In this class I feel energetic.
2. In this class I feel uneasy.
3. In this class I feel lively.
4. In this class I am pleased.
5. In this class people are friendly to me.
6. In this class I talk freely and openly.
7. In this class I feel elated.
8. In this class I am active.
9. In this class I am sad.
10. In this class I am lonely.
11. This class is important to me.
12. In this class I feel active.
13. In this class I am blue.
14. In this class I feel fearful.
15. In this class I work closely with others.
16. This class helps me gain self-confidence.
17. In this class I help decide what to do.
18. In this class I play an important role.
19. This class helps me learn and develop.
20. After this class I am glad I went to it.
21. In this class I feel lighthearted.
22. This class makes me feel worthwhile.
23. In this class I am needed.
24. In this class I feel anxious.
25. This class makes me feel better.
26. In this class I work hard.
27. In this class I am included.

APPENDIX C

QUESTIONNAIRE "C"

Listed below are 24 adjectives. Please use each one, in turn, to complete the following statement.

"I have found my academic program to be _____."

Then mark on side 2 of your answer sheet how much you agree or disagree with the completed statement by choosing one response from the following scale:

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	DON'T KNOW	AGREE	STRONGLY AGREE
A	B	C	D	E

When responding think about the program that you are in right now. For example, with adjective #1, the statement will read:

"I have found my academic program to be Enjoyable (Item 1)."

Indicate your response to this statement on the answer sheet.

1. Enjoyable
2. Exciting
3. Stimulating
4. Enlightening
5. Interesting
6. Rewarding
7. Good
8. Provocative
9. Informative
10. Irrelevant
11. Dull
12. Boring
13. Useless
14. A Waste
15. Necessary
16. Practical
17. Valuable
18. Worthwhile
19. Relevant
20. Demanding
21. Difficult
22. Challenging
23. General
24. Different

APPENDIX D

QUESTIONNAIRE "D"

This questionnaire is about the class you are in right now, your ACTUAL class. Respond to the questions with respect to only this class. Do not think about other classes you've attended. Think only of your ACTUAL class.

Answer each item in terms of how much you personally agree or disagree with this item being representative of your ACTUAL class. Choose one of the five possible answers shown at the top of each page.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

For each statement in the questionnaire, choose one of the above five answers and black in the corresponding number on the answer sheet. For example, if you "partially agree" with a statement, black in the (4) beside that item number on the answer sheet.

---

1. The teacher has regularly checked up on class members to make sure they are doing class assignments.
2. The teacher has conducted a number of demonstrations in front of the class.
3. This class has helped me learn and develop.
4. This class has helped me gain a sense of excitement about myself.
5. There has been a great deal of sharing among the class members.
6. Class discussions have been vigorous and intense.
7. Topics raised in one class have often overlapped with other classes and topics in the same course.
8. Spontaneous class activities have often replaced planned activities.
9. Many lectures have been given in the class.
10. The processes of how one learns have been of major concern to the teacher.
11. Class activities have always had a practical value (utility value).

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

12. This class has emphasized the stimulating and exciting aspects of learning.

13. Newcomers have been actively included by others.

14. This class's teacher is an expert in his/her field.

15. Analyzing different value systems and educational approaches has been encouraged.

16. Class participants have frequently taught each other.

17. Small group discussions have been well planned and organized.

18. When planning classes, the teacher has focussed more on the structure of the material to be learned than on the processes used when learning.

19. Most classes have been seen as personally valuable.

20. This class has helped me gain self-confidence.

21. Everyone in class knows each other by name.

22. Although difficult, most course work could have been accomplished by those willing to work hard.

23. Order and organization have been emphasized in this class.

24. The teacher has been anxious to help participants learn.

25. Open ended discussions among all class members, including the teacher, have been the most frequent form of instruction.

26. Differing perspectives on how to learn have been accepted in this class.

27. This class has improved (enhanced) my general attitude toward classes and learning.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

28. I will be let down when this class ends.

29. There is an "Esprit de Corps" among class members.

30. Factual knowledge has only served as a base for deeper understanding of the material.

31. Clear goals were established for the class.

32. Field experiences have been a part of this class.

33. The teacher has used only a selected set of well established materials and media.

34. Spontaneous class discussions have rarely taken place.

35. Many class members have taken the class for reasons such as job requirements, promotion, etc.

36. Class participation has helped me to become more involved in life in general.

37. Conflict among class members has rarely taken place.

38. Memorization of facts has been necessary.

39. Class decisions have been democratically made.

40. Students who wanted to learn at their own rate and in their own way have been accommodated in this class.

41. When class difficulties arose the teacher was likely to keep on with the same planned activity rather than make "on the spot" adjustments.

42. The teacher has seen his/her main role as a presenter of information.

43. I feel I have gained something from this class.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

44. This class has helped me feel better about myself.

45. There has been a recognized group of leaders in the class.

46. No written assignments have been required in this class.

47. The teacher has played a dominant role in this class.

48. Simulations and games have been a few of the many different teaching processes used in this class.

49. Class participants have been encouraged to work independently.

50. Most class lessons have been well organized and planned out in advance.

51. After taking this class I notice an increase in my perseverance.

52. People have felt there is someone whom they can count on in this class.

53. Class members and the teacher have taken a personal interest in each other.

54. Doing research has been a part of class assignments.

55. Competition between class members has been emphasized.

56. The teacher has frequently asked participants for their ideas/ opinions on topics pertinent to class.

57. Responding to teacher questions has been a major part of class activity.

58. The need to keep up with others has been a factor in my taking this class.

59. This class has helped me feel more positive about others.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

60. The teacher has been very supportive of class members.

61. The seeking of knowledge for its own sake has been important in this class.

62. Class participants have been expected to take an active part in the planning, organizing, and running of the class.

63. The teacher has concentrated on telling the class participants what is important for them to know about the material being studied.

64. Many class projects have been group activities.

65. This class has been challenging and rigorous.

66. I have played an important role in this class.

67. People have been very friendly in this class.

68. Those who wish to evaluate and synthesize knowledge have been unhappy in this class.

69. Each class member has been assigned a presentation to make to the group.

70. During class discussions, students have at times discussed the topic among themselves, with the teacher merely listening to the students talk.

71. The teacher has gone out of his/her way to help students.

72. The class has been designed to satisfy inquisitive minds.

73. This class has helped relieve boredom.

74. Many people have taken this class for its social contacts.

A	B	C	D	E
(1)	(2)	(3)	(4)	(5)
STRONGLY DISAGREE	PARTIALLY DISAGREE	NOT SURE	PARTIALLY AGREE	STRONGLY AGREE

75. Class members have been challenged to express themselves on issues raised in class.

76. Innovative class activities have rarely been used.

APPENDIX E

INFORMATION SHEET

What is your reason for attending Continuing Education Centre classes? (Please tick.)

_____ completing admission requirements for post-secondary studies (N.A.I.T., University, College)

_____ finishing the high school diploma

_____ getting specific subjects for job entry (eg. math for A.G.T.)

_____ other

Name of Class: _____ Name of Teacher: _____

Please check your appropriate age category.

____ under 20 ____ 40-50

____ 20-30 ____ over 50

____ 30-40

_____ Female _____ Male

How many years of schooling do you have? _____

(Example: Junior high school (Alta.) = 9
35 High school credits = 10
68 High school credits = 11
High school diploma = 12